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ABSTRACT

This curriculum is designed to provide elective courses in business for academic track high school students in Connecticut. The guide is organized in three sections. The first section introduces the concept of business education for nonvocational students, lists the objectives of the courses, describes the course structure, explains the idea of contract grading, and provides suggestions for audiovisual and software resources. The second section of the guide is an outline of the comprehensive business technology first-year curriculum. It contains units on the following topics: keyboarding, management, economics, communications, notetaking, accounting, information processing concepts, machine transcription, applying for a job, records management, automated equipment/software applications, and individualized special projects. The final section of the guide contains the curriculum for the second year of the program. Topics covered in this section are management, accounting, economics, keyboarding applications, advanced information concepts, advanced information applications, business law, personal finance, and communications. Each unit contains objectives, an outline of content, and a suggested time allotment. A list of materials and equipment is provided for each topic. (KC)

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COMPREHENSIVE BUSINESS TECHNOLOGY CURRICULUM

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COMPREHENSIVE BUSINESS TECHNOLOGY

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INTRODUCTION

Reports of national commissions and the reassesment of high school graduation requirements have caused concern among Connecticut high school business educators relative to their elective curriculum.

Almost a dozen reports of national commissions and influential educators have sounded a common alarm about the status of American public education, with much of the focus on the public high school. In reaction to these reports, the State Board of Education and local boards of education in Connecticut have begun to modify existing graduation requirements by increasing the number of required units in "academic" subjects such as mathematics, science, and social studies. Such increases in specific course requirements may have the ultimate effect of minimizing the ability to schedule business education courses by those in a strict academic program.

The present diverse elective system in business education departments does not provide a comprehensive program which would be beneficial to students caught up in the shifting sands of increased academic requirements. Yet, statistics point out that 80 percent of all public school students will never complete a course of study in a college or university. These students enter the job market with little in the way of employable skills. They need to be exposed to the business curriculum in order to acquire skills to earn a living, to learn to be wise consumers, and to learn how to manage their personal finances.

The authors of the Comprehensive Business Technology Courses (CBT I and CBT II), who represent a cross section of Business Education talent in Connecticut, developed a concentrated business offering for grades 11 and 12 in the business education curriculum. Both courses are designed for college preparatory or other above-average students wishing to acquire business skills in a limited time period. This comprehensive business program is not intended to replace the existing business courses for business education majors.

The Connecticut State Department of Education, Bureau of Vocational Program Planning and Development, provided the grant that allowed for the development of this Curriculum.

The project committee, who worked diligently to prepare this Comprehensive Curriculum, hopes that it will help business education throughout the State to be a more viable program. The suggested materials and textbooks presented in this report serve only as guidelines, and the individual schools implementing this curriculum will make decisions based on their own needs and budgets.

COMPREHENSIVE BUSINESS TECHNOLOGY CURRICULUM

OBJECTIVES:

To provide an elective that will advance personal, educational, and occupational goals.

To provide intensive skill development on automated equipment.

To create a keen awareness of management, law, and economics as they relate to the individual and business.

To develop within the student the ability to manage personal and business finances.

To enhance the student's ability to communicate effectively.

COURSE STRUCTURE

Because of the complex nature of the course structure, it is recommended that enrollment be limited to no more than 15 students.

A procedure for the selective screening of students should be established since the curriculum is comprehensive and accelerated. i.e.

1. The student should be enrolled in a college program and have the academic ability to participate in the accelerated program.

2. The student is interested in a number of business courses and due to his/her academic schedule is unable to enroll in all of the desired individual courses.

3. Recommendation of guidance counselor.

4. Personal interview with the student.

5. Student career interest.

It is recommended that the existing textbooks and/or supplementary materials being used by the department continue to be used for this course. Within the content of CBT I and CBT II. The same text may be used at both levels.

Within this program, a variety of teaching methods might be utilized. For instance, some teachers might prefer to present certain areas on a rotating basis while other areas lend temselves to traditional teaching methods. Within each level, the order of the units was specifically planned for ease of presentation, variety, and continuity.

Grading might be done on a traditional basis, using tests, quizzes, and/or homework assignments; on a contract basis (to accommodate rotation plans, individualized work etc.); or a combination of the two.

Students are encouraged to participate in the activities of the Future Business Leaders of America to provide further exposure to practical business application.

TOPIC: COOPERATIVE WORK EXPERIENCE/BUSINESS AND OFFICE EDUCATION

OPEN TO GRADE 12 STUDENTS ENROLLED IN CBT I OR CBT II

Students electing CWE/BOE will apply CBT I or CBT II as the sole classroom phase of the work experience program. The CWE/BOE coorinator will place, supervise, and evaluate the students at the work site, and the student will follow the same rules and procedures established for CWE/BOE.

REASONS FOR THE USE

OF CONTRACTS IN GRADING

1. Allows for flexibility in grading students entering with varying skill levels and with varying ability levels and with varying interest levels.

2. Allows students to advance and excel in specific areas of interest.

   a. Provides motivation.

   b. Allows for individuality.

3. Allows for fairness in grading (equitable and honest).

   a. Teacher and student knows exactly what is required for <u>each</u> grade.

   b. Students know the grade they are receiving at all points during the learning process.

4. Provides a means for rewarding honors credit.

EXAMPLES OF CONTRACTS FOR GRADING UNITS

TOPIC: Applying for a Job

For a "C" grade the student will:

1. Submit a printed, acceptable letter of application.
2. Submit a completed application form.
3. Submit a printed, acceptable personal resume.
4. Explain at least 70% of the effective techniques for successful interviewing.
5. Submit one acceptable follow-up activity.

For a "B" grade the student will:

Complete the above in addition to:

1. Explain at least 80% of the effective techniques for successful interviewing.
2. Submit two acceptable follow-up activities.

For an "A" grade the student will:

1. Explain at least 90% of the effective techniques for successful interviewing.
2. Submit three acceptable follow-up activities.

TOPIC: Records Management

For a "C" grade the student will:

Submit four acceptable pieces of business correspondence.

For a "B" grade the student will:

Submit five acceptable pieces of business correspondence.

For an "A" grade the student will:

Submit six acceptable pieces of business correspondence.

AUDIO VISUAL RESOURCES

Aetna Life Insurance
Hartford, CT

Modern Talking Picture Service
5000 Park Street North
St. Petersburg, FL 33709

IBM Corporation
280 Trumbull Street
Hartford, CT 06103

Business & Marketing Resource Center
Stratford High School
Stratford, CT 06407

Business Education Films
Division of Camden Enterprises, Inc.
7820 - 20th Avenue
Brooklyn, NY 11214

UCIMT
University of Connecticut - U-1
Storrs, CT 06268

SOFTWARE RESOURCES FOR ALL CATEGORIES

1. H. B. Koppleman & Sons
   140 VanBlock Ave.
   Hartford, CT 06103

2. Prentice-Hall, Inc.
   P.O. Box 500
   Englewood Cliffs, NJ 07632

3. Educational Coursware
   Ten Bay Street
   Westport, CT 06880

4. Hayden Software Company
   600 Suffolk Street
   Lowell, MA 01853

5. Sterling Swift Publishing Co.
   7901 South 1H-35
   Austin, TX 78744

6. Micro Learningware
   Hwy. 66 So.
   P.O. Box 307
   Mankato, MN 56002

7. New England School Supply
   Div. of Chaselle Inc.
   P.O. Box 1581
   Springfield, MA 01101

8. The Scarborough Systems, Inc.
   25 N. Broadway
   Tarrytown, NY 10591

COMPREHENSIVE BUSINESS TECHNOLOGY FIRST-YEAR CURRICULUM

Comprehensive Business Technology I — Grades 11 or 12

A comprehensive and accelerated business course intended for students planning to further their education beyond high school and/or who desire business skills and knowledge in a short period of time. This course will provide skills for employment and a sound base for achievement at the collegiate level. It is a full year, academic level course, meeting five (5) days per week, in a regular class period of 40/45 minutes. The student will earn one credit toward graduation.

Students are encouraged to participate in the activities of the Future Business Leaders of America to provide further exposure to practical business applications.

This course is recommended for students in grades 11 and 12 and who are not business education majors.

Comprehensive Business Technology I	Grade 11 or 12
Topic	Time
1. Keyboarding*	6 Weeks
2. Keyboarding Speed Building/Formatting	6 Weeks
3. Management	2 Weeks
4. Economics	2 Weeks
5. Communications	2 Weeks
6. Notetaking	3 Weeks
7. Accounting including Electronic Calculator	6 Weeks
8. Informtion Processing Concepts	2 Weeks
9. Machine Transcription	1 Week
10. Applying For a Job	1 Week
11. Records Management	1 Week
12. Automated Equipment/Software Application**	3 Weeks
13. Individual Special Project	1 Week

*See option on next page for class composed totally of students with previous keyboarding courses.

**The instructor may wish to assign these weeks elsewhere (i.e., immediately following the presentation of a specific area such as accounting).

Comprehensive Business Technology I

Option for students with previous Keyboarding courses.

	Topics	Time
1.	Keyboarding Review*	2 Weeks
2.	Keyboarding Speed Building/Formatting	6 Weeks
3.	Management	2 Weeks
4.	Economics	2 Weeks
5.	Communications	2 Weeks
6.	Notetaking	5 Weeks
7.	Accounting including Electronic Calculator	6 Weeks
8.	Information Processing Concepts	2 Weeks
9.	Machine Transcription	2 Weeks
10.	Applying For A Job	1 Week
11.	Records Management	2 Weeks
12.	Automated/Software Application	3 Weeks
13.	Individual Special Project	1 Week

*Assumes students have previously learned to Keyboard.

TOPIC: KEYBOARDING* - LEVEL I

Time Allotment: 6 Weeks

GENERAL OBJECTIVE:

The student will learn the alphanumeric reaches using the touch method.

UNITS:

I. Use proper reaches for alphanumeric keys

*See option for students enrolled in CBT I with a previous keyboarding course. p. 12

TOPIC: KEYBOARDING - LEVEL I 6 Weeks

UNIT I: USE PROPER REACHES FOR ALPHANUMERIC KEYS

Specific Objective:

The student will learn the alphanumeric reaches using the touch method.

Content:

1. Use effective keyboarding position
2. Practice drills for reinforcement
3. Complete timed writings for speed development. There are no recommended minimum speed levels.

Materials and Equipment:

1. Keyboarding can be taught on any keyboard that is available, (i.e., microcomputers, word processors, electronic typewriters, electric typewriters, or correcting electric typewriters).
2. Textbooks/Software:

Type Right!, Glencoe Publishing Co., Inc., 17337 Ventura Blvd., Encino, CA 91316.
Houghton-Mifflin Typewriting, Chiri, Kutsko, Stoddard, Houghton-Mifflin, Pennington-Hopewell Rd., Hopewell, NJ 08525.
Gregg Typing, Lloyd, Winger, Johnson, Hall, Morrison, Rowe, Gregg/McGraw-Hill, Princeton Rd., Hightstown, NJ 08520
Century 21 Typewriting, South-Western Publishing Co. 5101 Madison Rd., Cincinnati, OH 45227.
Gregg Keyboarding for Information Processing, CRM/McGraw-Hill Division, P.O. Box 641, Del Mar, CA 92014.
Key Strokes: Keyboarding for Information Entry, Houghton-Mifflin/TSC, P.O. Box 683, Hanover, HN 03755.
Microcomputer Keyboarding, South-Western Publishing Co., 5101 Madison Rd., Cincinnati, OH 45227.
Numeric Data Entry Practice, Radio Shack, Tandy Corporation, 1400 One Tandy Center, Fort Worth, TX 76102.
Type & Learn, SimSoft Inc., P.O. Box 7095, Port Huron, MI 48060.

TOPIC: KEYBOARDING SPEED BUILDING/FORMATTING - LEVEL I

Time Allotment 6 Weeks

GENERAL OBJECTIVE:

Upon completion of this unit, the student will be able to follow oral and written directions; format letters, envelopes, reports, memoranda, and tables; proofread; edit; correct; and print copy.

UNITS:

I. Use of special keys

II. Develop procedures manual

III. Personal use/business applications

IV. Table formatting

V. Formatting reports

VI. Speedbuilding

TOPIC: KEYBOARD SPEED BUILDING/FORMATTING - LEVEL I 6 Weeks

UNIT I: USE OF SPECIAL KEYS

Specific Objectives:

The student will be able to:

1. Use the special character keys on the keyboard using the touch method
2. Use the function keys on automated equipment

Content:

1. Special characters
2. Function keys on automated equipment

UNIT II: DEVELOP PROCEDURES MANUAL

Specific Objective:

The student will begin developing a procedures manual containing notes and information that will serve as a reference source throughout the year. The student will add to this manual as units are introduced throughout the year. Those students going on to CBT II will be expected to begin the year with this procedures manual.

Content:

1. Provide binding
2. Take notes on class presentations regarding formatting, etc.
3. Maintain order in adding notes to manual

UNIT III: PERSONAL USE/BUSINESS APPLICATIONS

Specific Objectives:

The student will be able to:

1. Proofread copy and correct errors
2. Apply word division rules to typewritten copy
3. Type a letter and envelope in proper format and fold and insert letter for mailing

Content:

1. Error detection
2. Word division rules
3. Formatting letters and envelopes
   a. Letter-block and modified block
   b. Placement
   c. Letter parts
   d. Envelope addressing procedure
   e. Folding and inserting

UNIT IV: TABLE FORMATTING

Specific Objectives:

The student will be able to:

1. Center copy vertically and horizontally
2. Spread center lines horizontally
3. Type an enumeration using block centering

Content:

1. Centering
   a. Vertical
      1. Reading position
      2. Exact center
   b. Horizontal
   c. Spread
   d. Enumeration

UNIT V: FORMATTING REPORTS

Specific Objectives:

The student will be able to:

1. Type the body of a report in both unbound and left bound format, incorporating proper positioning of headings and footnotes

2. Properly format supplementary pages for a report

Content:

1. Styles

   a. Unbound
   b. Leftbound

2. Page guide sheet

3. Outlines

4. Title page

5. Table of contents

6. Headings

   a. Main
   b. Subheadings
   c. Side
   d. Paragraph

7. Footnotes/endnotes

8. Bibliography

UNIT VI: SPEEDBUILDING

Specific Objectives:

The student will be able to:

1. Show increased speed on 12-second and 30-second speed timings disbursed throughout the unit

2. Type timed copy for 2 minutes with 3 or less errors, showing increased speed on timings disbursed throughout the unit

Content:

1. Speedbuilding timings--to be disbursed among other units in this topic

Materials and Equipment:

1. Textbooks/Software:

Type Right!, Glencoe Publishing Co., 17337 Ventura Blvd., Encino, CA 91316.
Houghton Mifflin Typewriting, Chiri, Kutscko, Stoddard, Houghton Mifflin, Pennington-Hopewell Rd., Hopewell, NJ 08525.
Gregg Typing, Lloyd, Winger, Johnson, Hall, Morrison, Rowe, Gregg/McGraw-Hill, Princeton Rd., Hightstown, NJ 08520.
Century 21 Typewriting, South-Western Publishing Co. 5101 Madison Rd., Cincinnati, OH 45227.
Gregg Keyboarding for Information Processing, CRM/McGraw-Hill Division, P.O. Box 641, Del Mar, CA 92014.
How Fast Can you Type Right, Barron Enterprises, 714 Willow Glen Rd., Santa Barbara, CA 93105.
Microcomputer Keyboarding, South-Western Publishing Co., 5101 Madison Rd., Cincinnati, OH 45227.
Numeric Data Entry Practice, Radio Shack, Tandy Corporation, 1400 One Tandy Center, Fort Worth, TX 76102.
Touchtyp, Micro Art Programmers, 173 Birch Ave., Cayucos, CA 93430.
Typing Teacher, Compu-Tations Inc., P.O. Box 502, Troy, MI 48099.
Typemaster, Dynacomp, Inc., 1427 Monroe Ave., Rochester, NY 14618.
Type Right, Commodore Business Machines, 1200 Wilson Dr., West Chester, PA 19380.

TOPIC: MANAGEMENT - LEVEL I

Time Allotment: 2 Weeks

GENERAL OBJECTIVE:

The student will develop an understanding of the characteristics of the major types of business organizations with emphasis focusing upon what managers do, how they do it, and what factors determine whether or not they will be successful.

UNITS:

I. Forms of business organizations

II. Functions of management

TOPIC: MANAGEMENT - LEVEL I 2 Weeks

UNIT I: FORMS OF BUSINESS ORGANIZATIONS

Specific Objective:

The student will be able to outline the major features of sole proprietorships, partnerships, and corporate forms of business organizations.

Content:

1. Advantages and disadvantages of each form

a. Sole proprietorships
Advantages:
Owner is boss
Owner receives all profits
Owner personally knows employees and customers
Owner can act quickly in decision making
Owner is free from red tape
Owner usually pays less income tax than a corporation
Disadvantages:
Owner may lack special skills and abilities
Owner may lack funds
Owner bears all losses
Illness or death may close the business
Unlimited liability

b. Partnership
Advantages:
Skills and abilities are pooled
Source of capital are increased
Credit positions improved
Increased concern in business management
Less tax burden than corporation
Disadvantages:
Unlimited financial liability
Disagreement among partners
Each partner bound by contracts of others
Uncertain life
Limited source of capital
Difficulty in withdrawing from partnership

Content (cont.):

c. Corporation
Advantages:
Many available sources of capital
Limited liability of stockholders
Permanency of existence
Ease in transferring ownership
Disadvantages:
Subject to more taxes
Government regulations and reports
Keeping stockholders records
Charter restrictions

2. Kinds of business best suited to each type
a. Sole proprietorship
1. Renders personal service
2. Sells merchandise on a small scale
3. Can be managed by the owner or by persons hired
4. Does not require large amounts of capital
b. Partnership
1. Same as sole proprietorship
c. Corporation
1. Require large amounts of capital
2. Uncertain futures in which owners do not want to assume a large potential financial loss

UNIT II: FUNCTION OF MANAGEMENT

Specific Objective:

The student will be able to describe the functions of management.

Content:

1. Techniques used by management for planning purposes
   a. Setting precise, clear and coordinated short and long-term goals
   b. Setting budget, schedules, standards, policies, and procedures
2. Basic elements to be considered in organizing work
   a. Division of work
   b. Facilities of the work place
   c. Workers
   d. Assignment of responsibilities
   e. Delegation of authority
   f. Accountability for work performed
   g. Unity of command
   h. Span of control

Materials and Equipment:

1. Business Principles and Management, Emerard Burrow, 8th ed, South-Western Publishing Co.
2. Related films available from:
   Modern Talking Picture Service
   230 Boylston St.
   Chestnut Hill, MA 02167
3. Current events material
   "Time"
   "Newsweek"
   "Wall St. Journal"
   "Hartford Courant"
4. Field trips and outside speakers
   To a small business
   To a large corporation
   A lawyer
   A representative from a franchise

Materials and Equipment (cont.):

5. Possible video-taping of the "Enterprise" series from the Public Broadcasting Service

6. Material available for education
   Dow Jones & Co. Inc.
   P.O. Box 300
   Princeton, N.J. 08540

TOPIC: ECONOMICS - LEVEL I

Time Allotment: 2 Weeks

GENERAL OBJECTIVE:

The student will be introduced to the way society organizes itself to provide for the satisfaction of their needs and wants given the limited amount of natural and economic resources.

UNITS:

I. Introduction to economics

II. Nature and types of economic systems

TOPIC: ECONOMICS - LEVEL I 2 Weeks

UNIT I: INTRODUCTION TO ECONOMICS

Specific Objective:

The student will be able to define economics and the factors affecting economic decision making.

Content:

1. Meaning and importance of economics

2. Elements of choices and costs

   a. Factors affecting choices
   b. Opportunity costs and benefits

UNIT II: THE NATURE AND TYPES OF ECONOMIC SYSTEMS

Specific Objective:

The student will be able to compare and contrast the basic types of economic systems.

Content:

1. Definition of these systems

2. Analysis of the economic systems via:

   a. The three basic economic questions
   b. Scarcity, economic choice, and incentives on efficiency and equity
   c. Ownership of resources

Materials and Equipment:

1. Economics: The science of cost, benefit, and choice, Wilson, J. Holton and Clark, J. R., Pelham Manor, NY, South-Western Publishing Company, 1984. (or comparable high school economics textbook)

2. Current periodicals

3. Publications of the Joint Council on Economic Education: 1212 Ave. of the Americas; New York, NY 10035 Phone: (212) 582-5150

4. Audio-visual aids

TOPIC: COMMUNICATIONS - LEVEL I

Time Allotment: 2 Weeks

GENERAL OBJECTIVE:

The student will review and apply basic rules of punctuation to letters composed and typed at the keyboard.

UNITS:

I. Basic rules of punctuation

II. Letter composition at the keyboard

TOPIC: COMMUNICATIONS - LEVEL I 2 Weeks

UNIT I: Basic rules of punctuation

Specific Objective:

The student will be able to correctly punctuate material presented (sentences, paragraph, and business correspondence), applying basic punctuation rules.

Content:

1. Diagnostic testing
2. Presentation and application of punctuation rules deemed necessary via diagnostic testing
3. Evaluation

UNIT II: Letter Compostion at a Keyboard

Specific Objective:

The student will be able to:

1. Compose a business letter in rough-draft form at a keyboard.
2. Incorporate proper paragraphing, punctuation, letter format, spelling, and content.
3. Edit rough-draft letters and print acceptable copy.
4. Evaluate letters and edit for errors in any of the above areas.

Content:

1. Composing original letters at the keyboard.
2. Editing and printing copy of above.
3. Class evaluation of letters.

Materials and Equipment:

1. Punctuation rules selected after diagnostic testing
2. Letter-writing rules
3. Keyboarding equipment

TOPIC: NOTETAKING - LEVEL I

Time Allotment: 3 Weeks

GENERAL OBJECTIVE:

The student will develop the ability to make accurate, brief, and readable notes from a variety of situations--lectures, meetings, readings, telephones, etc.

UNITS:

I. Theory

II. Study skills

III. Development of skill

TOPIC: NOTETAKING - LEVEL I — 3 Weeks

UNIT I: THEORY

Specific Objective:

The student will demonstrate an ability to abbreviate words according to the alphabetic shorthand presented.

Content:

1. Phonetics
2. Letter groups
3. Prefixes
4. Suffixes
5. High-frequency words

UNIT II: STUDY SKILLS

Specific Objective:

The student will state the elements deemed desirable to develop maximum skill.

Content:

1. Readable notes in ink
2. Read once
3. Location and time to study
4. Listening skills and notetaking
5. Reading skills and notetaking
   a. Narrative recording
   b. Outline recording

UNIT III: DEVELOPMENT OF SKILL

Specific Objective:

The student will demonstrate the ability to take notes in alphabetic shorthand which will recall pertinent facts.

Content:

1. Lectures
2. Printed material
3. Verbal messages and notes

Materials and Equipment:

1. Stenoscript ABC Shorthand, SRA Edition, Science Research Associates, Inc., 155 North Wacker Dr., Chicago, IL 60606.
2. Stenoscript, Stenoscript, Oak and Pawner Sts., Scranton, PA 18515.
3. Video tape presentations
4. Tape recordings
5. Printed data items

TOPIC: ACCOUNTING - LEVEL I

Time Allotment: 6 Weeks

GENERAL OBJECTIVE:

The student will be introduced to the activities involved in maintaining accounting records. In addition to vocational competency, students will become familiar with personal-use applications, acquire a foundation for advanced study, and develop an appreciation for those employed in the field of accounting.

UNITS:

I. Use of electronic printing calculator

II. Accounting equation

III. Journalizing business transactions

IV. Ledgers

V. Eight-column work sheet

VI. Preparation of financial reports

VII. Adjusting and closing entries

VIII. Combination journal

IX. Checking accounts

X. Project

TOPIC: ACCOUNTING - LEVEL I 6 Weeks

UNIT I: USE OF ELECTRONIC PRINTING CALCULATOR

Specific Objective:

The student will recognize the specific advantage of a tape out-put and be able to operate the machine.

Content:

1. Math applications

   a. Addition
   b. Multiplication
   c. Subtraction
   d. Division

UNIT II: ACCOUNTING EQUATION

Specific Objective:

The student will be able to state the accounting equation and how transactions affect it.

Content:

1. Classification of accounts.

   a. Assets
   b. Liabilities
   c. Capital
   d. Revenue
   e. Cost
   f. Expense
   g. Other revenue
   h. Other expense

2. Theory of debit and credit.

   a. T account
   b. Balance side
   c. Increase side
   d. Decrease side

UNIT III: JOURNALIZING BUSINESS TRANSACTIONS

Specific Objective:

The student will be able to relate to the classification of accounts and the concept of debit and credit to recording transactions into a general journal.

Content:

1. General journal

   a. Select appropriate accounts
   b. Classification of accounts used
   c. Determination of debit/credit
   d. Journalize entry

UNIT IV: LEDGERS

Specific Objective:

The student will be able to demonstrate correct posting procedures into the various ledgers of a business.

Content:

1. General ledger
2. Accounts receivable ledger
3. Accounts payable ledger
4. Related schedules
5. Trial balance on the work sheet

UNIT V: EIGHT-COLUMN WORK SHEET

Specific Objective:

The student will be able to correctly determine the net income or loss of a business through the use of an eight-column work sheet.

Content:

1. Adjustments
2. Extensions
3. Determining income or loss

UNIT VI: PREPARATION OF FINANCIAL REPORTS

Specific Objective:

The student will be able to use the worksheet to generate the financial reports of a business.

Content:

1. Income statement
2. Capital statement
3. Balance sheet

UNIT VII: ADJUSTING AND CLOSING ENTRIES

Specific Objective:

The student will be able to journalize and post the adjusting and closing entries and, in turn, produce a post-closing trial balance.

Content:

1. Journalizing
2. Posting
3. Preparation of post-closing trial balance

UNIT VIII: COMBINATION JOURNAL

Specific Objective:

The student will be able to journalize transactions in a combination journal.

Content:

1. Utilize same transactions as in activity two above.

UNIT IX: CHECKING ACCOUNTS

Specific Objective:

The student will be able to demonstrate the correct application of checking account procedures.

Content:

1. Opening procedures
2. Making deposits
3. Check writing procedures
4. Preparing a bank reconciliation
5. Journalizing related entries
   a. Service charges
   b. Returned items
   c. Errors
   d. Collection fees

UNIT X: PROJECT

Specific Objective:

The student will complete an entire set of books for a firm covering one fiscal period (accounting cycle) with realistic source documents.

Content:

1. Practice set and/or computer application

NOTE: All of the above objectives may be achieved via the use of computers and/or calculators.

Materials and Equipment:

1. Texts:

Century 21 Accounting, 3rd ed, 1982, Swanson, Ross, Hanson & Boynton, South-Western Publishing Co.
Accounting: Systems and Procedures, 4th ed, 1982, Weaver, Brower, Smiley, & Porreca, Gregg/McGraw Hill.
Accounting Principles, 2nd ed, Thacker, Prentice-Hall

2. Accounting forms

3. Overhead projector

4. Computers and printers

5. Software:

Automated Accounting Interface Diskette for Century 21 Accounting, 1984, Allen & Klooster, South-Western Publishing Co.
Microcomputer-Oriented Accounting: A CAI Approach, 1983, Pillsbury and Ripperger, South-Western Publishing Co.
Automated Accounting for the Microcomputer, 4th ed, 1982, Allen & Klooster, South-Western Publishing Co.
Microcomputer Accounting Applications, 1983, Hamilton, Weaver, Brower, Smiley, Porreca, Gregg/McGraw Hill.
Accounting Applications for the Microcomputer, Hamilton, Gregg/McGraw Hill

Materials and Equipment (cont.):

6. Practice Set:

The Court Yard--A Reinforcement Activity, 1982, South-Western Publishing Co.
Cycle Center Business Simulation, 1982, South-Western Publishing Co.
Pro-Lawn Service, Gregg/McGraw Hill.
Jeans-Plus, Gregg/McGraw Hill.
Kenna's Carpet Mart, Gregg/McGraw Hill.

7. Ten-key electronic printing calculators

TOPIC: INFORMATION PROCESSING CONCEPTS - LEVEL I

Time Allotment: 2 Weeks

GENERAL OBJECTIVES:

The student will be able to recognize the need for information processing and understand how the advent of information processing has changed the business environment.

UNITS:

I. Data processing concepts

II. Word processing theory

TOPIC: INFORMATION PROCESSING CONCEPTS - LEVEL I — 2 Weeks

UNIT I: DATA PROCESSING CONCEPTS

Specific Objectives:

The student will be able to:

1. Explain how a computer operates.
2. Recognize the components of a computer and the information processing cycle of input, process, output.
3. Identify the impact of computer crime and fraud.

Content:

1. Explain what a computer is and how it processes data.
2. Identify the information cycle - input, process, output, storage.
3. Storage devices and software packages.
   a. Listing types.
   b. Handling of magnetic media.
   c. Preparing and storing originals and backup copies.
   d. Using internal and external labels.
4. Computer crime and fraud.

UNIT II: WORD PROCESSING THEORY

Specific Objectives:

The student will be able to:

1. Define word processing.
2. Demonstrate an understanding of changes taking place in the business environment with word processing.
3. Explain why automated equipment is cost effective in business.

Content:

1. The need for word processing.
   a. What it is.
   b. Who is involved.
   c. Where it is used.
2. The efficiency of word processing.
   a. Traditional office vs. automated office.
   b. Cost of communication.
3. Comparison of centralized and decentralized word processing.
4. Capabilities of modern equipment.

Materials and Equipment:

1. Textbooks pertaining to information processing such as Information Processing: Concepts, Principles, and Procedures, Merle W. Wood, South-Western Publishing Co., Pelham Manor, NY, 1982.
2. Curriculum guides distributed by the State of Connecticut, Bureau of Vocational Services.
3. Reading materials available from vendors (i.e., literature describing hardware and applications, glossaries of common information processing terminology).

Materials and Equipment (cont.):

4. Periodical literature pertaining to information processing applications (i.e., Modern Office Procedures, The Office, Administrative Management.

5. Materials obtained at conferences, workshops, and seminars.

TOPIC: MACHINE TRANSCRIPTION - LEVEL I

Time Allotment: 1 Week

GENERAL OBJECTIVES:

The student will be able to operate a transcribing machine and simultaneously keyboard acceptable copy from dictated material.

UNITS:

I. Coordinated keyboarding and listening skills

TOPIC: MACHINE TRANSCRIPTION - LEVEL I 1 Week

UNIT I: COORDINATING KEYBOARDING AND LISTENING SKILLS

Specific Objectives:

The student will be able to:

1. Assemble the transcription unit and properly operate all parts and controls.
2. Listen to magnetic media and keyboard acceptable copy.
3. Edit copy and print mailable copy.

Content:

1. Use switches and controls.
2. Insert the recorded media.
3. Use speaker and earpiece.
4. Use foot pedal.
5. Determine length of correspondence.
6. Locate correspondence to be typed.
7. Transcribe correspondence.
8. Edit and print.

Material and Equipment:

1. Vendor or instructor made magnetic media is suitable for this unit.
2. Transcription equipment accompanied by vendor manual.
3. Some possible publisher texts that may be used are:
   a. Machine Transcription Word Processing, William R. Pasewark, South-Western Publishing Co., Pelham Manor, NY, 1979.
   b. Machine Transcription: A Comprehensive Approach for Today's Office Specialist, Carol A. Mitchell, Bobs-Merrill Educational Publishing, Indianapolis, IN, 1983.

TOPIC: APPLYING FOR A JOB - LEVEL I

Time Allotment: 1 Week

GENERAL OBJECTIVE:

The student will select from a teacher-prepared list of job opportunities (related to course content in CBT I) one area of employment by which to implement the units to follow.

UNITS:

I. Employment opportunities and selection

II. Letter of application

III. Application Form

IV. Resume

V. Job Interview

VI. Follow-up procedures

TOPIC: APPLYING FOR A JOB - LEVEL I — 1 Week

UNIT I: EMPLOYMENT OPPORTUNITIES AND SELECTION

Specific Objective:

The student will be able to select from a teacher-prepared list of employment opportunities one area of employment by which to implement the units to follow.

Content:

1. Presentation of variety of employment opportunities.
2. Individual student selection of area for employment procedures.
3. Discussion of selections.

UNIT II: LETTER OF APPLICATION

Specific Objective:

The student will write an effective letter of application.

Content:

1. Define purpose of letter of application.
2. Understand plan and organization.
3. Compose and print acceptable copy.

UNIT III: APPLICATION FORM

Specific Objective:

The student will neatly complete an application form, recognizing its importance.

Content:

1. Scan application for content.
2. Plan answers for requested information.
3. Strive for neatness and legibility.
4. Submit a completed application form.

UNIT IV: RESUME

Specific Objective:

The student will compile a personal resume.

Content:

1. Plan a style and format.
2. Select specific items for effectiveness and personalization.
3. Produce final copy.

UNIT V: JOB INTERVIEW

Specific Objective:

The student will know effective techniques for successful interviewing.

Content:

1. Prepare for an interview.

   a. Anticipate types of questions frequently asked.
   b. List questions to ask prospective employer.
   c. Research the compnay.
   d. Plan items to bring to the interview.
   e. Select wardrobe and consider proper grooming.

2. Conduct an interview.

   a. Create positive initial impressions.
   b. Maintain poise and positive attitude.
   c. Be aware of discriminatory questions.

UNIT VI: FOLLOW-UP PROCEDURES

Specific Objective:

The student will be able to select the proper follow-up procedure for a specific interview.

Content:

1. Write a follow-up letter.
2. Plan a follow-up telephone call.
3. Acknowledge references.

Materials and Equipment:

1. Sample letter of application.
2. Application forms.
3. Sample resumes.
4. List of interview questions.
5. List of what to do and what not to do on an interview.
6. Sample follow-up letter.
7. Articles pertaining to interviewing techniques.

TOPIC: RECORDS MANAGEMENT-- LEVEL I

Time Allotment 1 Week

GENERAL OBJECTIVE:

The student will be able to use alphabetic and numeric record management principles.

UNITS:

I. Records systems

TOPIC: RECORDS MANAGEMENT - LEVEL I 1 Week

UNIT I: RECORDS SYSTEMS

Specific Objective:

The student will be able to recognize and apply alphabetic and numeric filing rules.

Content:

1. Alphabetic filing rules
2. Numeric systems

Materials and Equipment:

1. Filing rules
2. Alphabetic Indexing Rules: Application by Computer, Fosegan, South-Western Publishing Co., 925 Spring Road, Pelham Manor, NY 10803.
3. Information and Records Management, Maedke, Robek, Brown, Glencoe Publishing Co., 17337 Ventura Blvd., Encino, CA 91316.

TOPIC: AUTOMATED EQUIPMENT/SOFTWARE APPLICATIONS - LEVEL I

Time Allotment: 3 Weeks

GENERAL OBJECTIVE:

The student will use automated equipment.

UNITS:

I. Completion of selected software applications

TOPIC: AUTOMATED EQUIPMENT/SOFTWARE APPLICATIONS - LEVEL I 3 Weeks

UNIT I: COMPLETION OF SELECTED SOFTWARE APPLICATIONS

Specific Objective:

The student will operate automated equipment with specific software applications using instructor-made or vendor directions.

Content:

1. The student chooses the area(s) dependent on the students area of interest. Possible topics for inclusion are:

   a. Word processing
   b. Data entry
   c. Accounting
   d. Graphics
   e. Mailing list
   f. Authoring
   g. Spread sheet
   h. Data base
   i. Filing

Materials and Equipment:

1. The materials chosen will not only depend upon student interest, but also upon the types of equipment available and the amount of money which can be allocated for the purchase of materials.

2. Some suggested materials are:

   a. Word processing - WordStar, Scripsit, EasyWriter, LetterPerfect, Applewriter, Bank Street Writer
   b. Data entry - Data Entry Activities for the Microcomputer, Bux & Clark, South-Western Publishing Co., 1982.
   c. Accounting - Professional Accounting systems such as:
      BPI General Accounting
      Peachtree General Ledger
      or instructional accounting packages such as:
      Automated Accounting for the Microcomputer, Allen and Klooster, South-Western Publishing Co., 1982.
      Microcomputer Accounting Applications, Stephen S. Hamilton, McGraw-hill Book Co., 1983.

c. Video Gallery Sales & Service, 1984, Klooster & Allen, South-Western Publishing Co.
Enterprise Sandwich Shops: A Market Simulation, Lewis, Gregg/McGraw Hill.
d. Graphics - Microcomputer Simulations in the Business Office, Olinzock and Santos, South-Western Publishing Co., 1985.
e. Mailing list - same as #d above
f. Authoring - See Word processing, #a above
g. Spread sheet - Profile Plus, VisiCalc
h. Data base - same as #g above
i. Filing - same as #d above

SUGGESTED IDEAS FOR INDIVIDUAL SPECIAL PROJECTS

The purpose of this topic is to give students an opportunity to pursue individually an area of special interest. The following projects are presented as a guideline:

1. Plan and set up a bulletin board related to a unit studied during the year.

2. Read and submit at least 4 articles taken from current magazines or newspapers related to topics presented during the year. Take notes on the typewriter after reading the articles or while reading them. From these notes, submit printed summaries that are between ½ page and 1 page in length as well as the notes.

3. Write a two page paper on a selected area of interest (i.e., electronic mail, teleconferencing, students entering into contracts) and give the class a five minute report on your paper.

4. Plan and present a mock interview.

5. Visit a word processing or date processing center, and select an area you wish to investigate on the visit. Give an oral report to the class or write a one page paper summarizing your visit.

6. Arrange for a clsssroom speaker to discuss a phase of business technology (i.e., equipment demonstration).

7. Complete a filing simulation.

8. Complete an accounting simulation.

9. Visit a court and present an oral report of observations.

10. Complete a management simulation.

11. Complete a personal finance simulation.

12. Select an area of interest for shadowing, such as a bank, stock broker, insurance office/agent, real estate office/agent, or other areas, subject to approval by instructor.

13. Develop an individual project plan related to course content not listed above. This plan must be approved by the instructor.

14. Write a report on a major U.S. Corporation regarding its philosophy of management and how that philosophy is put into practice (line and staff function): an organization chart, short-range and long-range goals and objectives; strategies to implement them and any other material related to the company.

COMPREHENSIVE BUSINESS TECHNOLOGY SECOND-YEAR CURRICULUM

Comprehensive Business Technology II — Grade 12

This course is a continuation of Comprehensive Business Technology I; opened to students in grade 12 who have successfully met the requirements of Comprehensive Business Technology I. In this course, the students will further study in more depth such areas as Management, Accounting, Economics, Information Concepts and Applications. Also, the students will study Business Law, Personal Finance, and Communications. If offered, the students will have the opportunity to participate in the Cooperative Work Education Program.

Since FBLA is an integral part of business education, students should be encouraged to participate in the activities of the Future Business Leaders of America Chapter.

Comprehensive Business Technology II	Grade 12
Topics	**Time**
1. Management	5 Weeks
2. Accounting	6 Weeks
3. Economics	3 Weeks
4. Keyboarding Applications	3 Weeks
5. Advanced Information Concepts	2 Weeks
6. Advanced Information Applications	4 Weeks
7. Business Law	3 Weeks
8. Personal Finance	4 Weeks
9. Communications	4 Weeks
10. Individual Special Projects	2 Weeks

TOPIC: MANAGEMENT - LEVEL II

Time Allotment: 5 Weeks

GENERAL OBJECTIVE:

The student will gain an understanding of the many activities, problems, and decisions involved in operating a business successfully.

UNITS:

I. Marketing Merchandise

II. Financing a Business

III. Human Resources

TOPIC: MANAGEMENT - LEVEL II 5 Weeks

UNIT I: MARKETING MERCHANDISE

Specific Objective:

The student will be able to identify and employ the techniques used in the resolution of marketing problems.

Content:

1. Determining the market

   a. Market research

2. Selecting of channel of distribution

   a. Types of goods
   b. Types of trade channels

3. Buying merchandise

   a. Problems to resolve
   b. Purchasing procedure
   c. Dating and terms
   d. Methods of shipping

4. Pricing merchandise

   a. Factors affecting prices
   b. Marking up and marking down goods

5. Personal selling

   a. Qualities needed by effective sales people
   b. Handling objection
   c. Suggestion selling

6. Advertising and sales promotion

   a. Purpose of advertising
   b. Planning advertising and promotion program
   c. Kinds of media
   d. Store displays

UNIT II: FINANCIAL ANALYSIS OF A BUSINESS

Specific Objective:

The student will be able to identify the financial requirements of a business, the forms and sources of capital available, and the factors to be considered in selecting which form and source of capital will best meet the needs of a particular business.

Content:

1. Maintaining and analyzing financial records

   a. Financial statements
   b. Cash flow
   c. Working capital
   d. Financial ratios

2. Forms and sources of capital

   a. Owned capital
   b. Common and preferred stock
   c. Retained earning
   d. Borrowed capital
      short and long term

3. Deciding factors regarding new capital

   a. Original cost
   b. Interest rates
   c. Authority exercised by contributions to capital
   d. Marketing procedures for securities

UNIT III: HUMAN RESOURCES

Specific Objective:

The student will be able to identify the qualities of good leadership, the strategies of motivating employees, and the activities of labor-management relations.

Content:

1. Leadership traits, styles and skills

   a. Traits
      - Intelligence
      - Judgement
      - Objectivity
      - Initiative
      - Dependable
      - Cooperative
      - Honesty
      - Courage
      - Confidence
      - Stability

   b. Styles
      - Autocratic
      - Democratic
      - Open

   c. Skills
      - Self-understanding
      - Understanding others
      - Communication
      - Group building
      - Developing job satisfaction
      - Dealing with conflict

2. Selection and management of employees

   a. Functions of the personnel department
   b. Hiring, training, promoting, transferring, and discharging personnel

3. Labor management relations

   a. Objective and tactics of management and labor union
   b. Federal labor law
   c. Equal opportunity legislation

Materials and Equipment:

1. Business Principles and Management, Emerard Burrow, 8th ed, South-Western Publishing Co.

2. Related films available from:
   Modern Talking Picture Service
   230 Boylston St.
   Chestnut Hill, MA 02167

3. Current events material
   "Time"
   "Newsweek"
   "Wall St. Journal"
   "Hartford Courant"

4. Field trips and outside speakers
   To a small business
   To a large corporation
   A lawyer
   A representative from a franchise

5. Possible video-taping of the "Enterprise" series from the Public Broadcasting Service

6. Material available for education
   Dow Jones & Co. Inc.
   P.O. Box 300
   Princeton, N.J. 08540

TOPIC: ACCOUNTING - LEVEL II

Time Allotment: 6 Weeks

GENERAL OBJECTIVE:

A continuation of Level I Accounting with emphasis on specialized applications.

UNITS:

I. Payroll

II. Special Journals

III. Uncollectible accounts

IV. Depreciation of fixed assets

V. Notes and interest

VI. Petty cash

VII. Partnerships

VIII. Corporations

TOPIC: ACCOUNTING - LEVEL II 6 Weeks

UNIT I: PAYROLL

Specific Objective:

The student will be able to prepare a payroll register, maintain individualized employee earnings records and journalize significant payroll entries.

Content:

1. Time card
2. Payroll register
3. Employee's earnings record
4. Journalizing payroll entries

UNIT II: SPECIAL JOURNALS

Specific Objective:

The student will be able to select the correct journal to record a business transaction for businesses utilizing special journals.

Content:

1. Purchases
2. Cash payments
3. Sales
4. Cash receipts
5. General journal

UNIT III: UNCOLLECTIBLE ACCOUNTS

Specific Objective:

The student will be able to determine and journalize entries regarding bad debts.

Content:

1. Calculating and recording the estimate of bad debts
2. Writing off a bad debt
3. Reinstating a bad debt

UNIT IV: DEPRECIATION OF FIXED ASSETS

Specific Objective:

The student will be able to compute and journalize the adjustment for depreciation, and the entries to dispose of a fixed asset.

Content:

1. Factors affecting the value of fixed assets
2. Methods of depreciation
3. Recording depreciation
4. Disposition of fixed assets

UNIT V: NOTES AND INTEREST

Specific Objective:

The student will be able to state components of a promissory note and describe its uses in business.

Content:

1. Promissory notes
2. Journalizing notes receivable and notes payable
3. Calculating and journalizing interest and discount

UNIT VI: PETTY CASH

Specific Objective:

The student will be able to demonstrate the operation of the petty cash fund.

Content:

1. Establishing and replenishing the petty cash fund
2. Handling the petty cash fund
   a. Petty cash book
   b. Voucher system

UNIT VII: PARTNERSHIP

Specific Objective:

The student will be able to report changes in accounting procedures caused by the partnership form of organization.

Content:

1. Formation
2. Distribution of earnings

UNIT VIII: CORPORATIONS

Specific Objective:

The student will be able to report changes in accounting procedures caused by the corporate form of organization.

Content:

1. Formation
2. Acquiring capital
3. Financial reports

Materials and Equipment:

1. Texts:
   Century 21 Accounting, Advanced Course, 3rd ed, 1983, Swanson, Ross, Hanson, & Boynton, South-Western Publishing Co.
   Accounting: Systems and Procedures, Advanced Course, 1982, Weaver, Smiley, Brower, Gregg/McGraw Hill.
2. Accounting forms
3. Overhead projector
4. Computers and printers
5. Software:
   Computerized Payroll Procedures, 1985, Allen, South-Western Publishing Co.
   Metro Office Systems: A Computerized Payroll Application, 1984, Heacker, Alley, Gregg/McGraw Hill
6. Ten-key electronic printing calculators

TOPIC: ECONOMICS - LEVEL II

Time Allotment: 3 Weeks

GENERAL OBJECTIVE:

The student will be able to explain how: (1) economic activity is measured, (2) income is distributed, and (3) the general economy is impacted by unemployment, inflation and economic growth.

UNITS:

I. Measurement of national economic activity
II. How our national income is shared
III. Problems of unemployment, inflation and economic growth

TOPIC: ECONOMICS - LEVEL II 3 Weeks

UNIT I: MEASUREMENT OF NATIONAL ECONOMIC ACTIVITY

Specific Objective:

The student will be able to describe the makeup of GNP and the seven problems which may occur when using GNP as a measure of economic well-being.

Content:

1. Definition of GNP
2. Problems in using GNP to measure well-being
3. Production possibilities curve
4. Investment goods vs. consumer goods
5. The government sector
6. Aggregate supply and demand

UNIT II: HOW OUR NATIONAL INCOME IS SHARED

Specific Objective:

The student will be able to explain how income is distributed, what causes poverty, and what are some possible solutions to poverty in the United States.

Content:

1. Distribution of income earned by industry
2. Personal distribution of income
3. Poverty in the United States

UNIT III: PROBLEMS OF UNEMPLOYMENT, INFLATION AND ECONOMIC GROWTH

Specific Objective:

The student will be able to analyze the economic, social, and personal costs of unemployment, inflation, and economic growth.

Content:

1. The federal government and unemployment
2. Types of unemployment
3. Types of inflation
4. Measuring inflation via CPI
5. Factors that contribute to economic growth

Materials and Equipment:

1. Economics: The Science of Cost, Benefit, and Choice, Wilson, J. Holton and Clark, J. R., Pelham Manor, NY, South-Western Publishing Company, 1984. (or comparable high school economics textbook)
2. Periodicals
3. Publications of the Joint Council on Economic Education: 1212 Ave. of the Americas, New York, NY 10036. Phone: (212) 582-5150
4. Audio-visual materials

TOPIC: KEYBOARDING APPLICATIONS * - LEVEL II

Time Allotment: 3 Weeks

GENERAL OBJECTIVE:

Upon completion of this unit, the student will be able to keyboard, with speed and accuracy, correspondence, reports, and abstracts, using revision techniques where necessary.

UNITS:

I. Technique review

II. Advanced communications formatting

III. Major revisions

IV. Advanced report formatting

V. Rough-draft notetaking at keyboard

VI. Abstracts

*Students will use the procedures manual developed in CBT I and add notes and information to it as the year progresses. This will serve as a reference source.

TOPIC: KEYBOARDING APPLICATION - LEVEL II 3 Weeks

UNIT I: TECHNIQUE REVIEW

Specific Objectives:

The student will be able to:

1. Show increased speed on 12-second and 30-second speed timings disbursed throughout the unit.
2. Type timed copy for 3 minutes with 3 or less errors, showing increased speed on timings disbursed throughout the unit.

Content:

1. Accuracy
2. Speedbuilding

UNIT II: ADVANCED COMMUNICATIONS FORMATTING

Specific Objective:

The student will be able to use proper formatting techniques in producing business correspondence.

Content:

1. Interoffice memoranda
2. Two-page letters with tables

UNIT III: MAJOR REVISIONS

Specific Objective:

The student will be able to understand techniques for making revisions.

Content:

1. Add
2. Delete
3. Move
4. Transpose
5. Reformat

UNIT IV: ADVANCED REPORT FORMATTING

Specific Objective:

The student will be able to revise rough-draft report copy, and print out final acceptable copy.

Content:

1. Revise rough-draft copy at keyboard
2. Print out final acceptable copy

UNIT V: ROUGH-DRAFT NOTETAKING AT KEYBOARD

Specific Objective:

The student will be able to use the keyboard for composing rough-draft notes.

Content:

1. Given specific articles related to course content, student will read articles at home on day preceding class assignment.
2. In class, student will extract pertinent material and keyboard into condensed rough-draft form.

UNIT VI: ABSTRACTS

Specific Objective:

The student will be able to keyboard into final acceptable abstract form the rough-draft notes prepared in the previous unit.

Content:

1. Given a printed abstract form and using the rough-draft notes prepared in the previous unit, keyboard an abstract of an article. Abstract will not exceed limits of space allotted on form.

Materials and Equipment:

1. IBM PC Apprentice: Multimate 256
   Prentice-Hall Inc.
   P.O. Box 500
   Englewood Cliffs, NJ 07632

2. Bank Street Writer
   Broderbound Software
   17 Paul Drive
   San Rafael, CA 94903

3. Homeword
   South-Western Publishing Co.
   925 Spring Road
   Pelham Manor, NY 10803

4. Superscripsit
   Radio Shack Corp.
   South Main St.
   West Hartford, CT

5. Apple Writer
   Apple Computer Dealer

TOPIC: ADVANCED INFORMATION CONCEPTS - LEVEL II

Time Allotment: 2 Weeks

GENERAL OBJECTIVE:

The student will gain deeper awareness and understanding of changes necessitated by automated equipment affecting workflow and methods of operation.

UNITS:

I. Word processing concepts
II. Data processing concepts

TOPIC: ADVANCED INFORMATION CONCEPTS - LEVEL II — 2 Weeks

UNIT I: WORD PROCESSING CONCEPTS

Specific Objectives:

The student will be able to:

1. Define workflow
2. Explain standardized procedures in business
3. Recognize factors motivating companies to incorporate word processing and steps required to implement successfully
4. Explain functions of teleconferencing, telecommunications, electronic mail, and data communication lines

Content:

1. Steps in workflow
2. Standardized procedures used in business
   a. Nature of job description
   b. Purpose and nature of procedures manuals
   c. Supervision and its effect on productivity
   d. Individual work measurement as related to output
3. Phases in implementing word processing
   a. Presurvey
   b. Survey and analysis
   c. Recommendations for hardware, software, and organizational structure
   d. System installation
   e. Reinforcement and ongoing evaluation
4. Evolution of teleconferencing and telecommunications and its effect on business operations
5. The effect of electronic mail on business communications

UNIT II: DATA PROCESSING CONCEPTS

Specific Objectives:

The student will:

1. Understand the information processing cycle
2. Explain the development of computers
3. Identify the capabilities of a computer
4. Describe the capabilities of a computer
5. Understand retrieval, updating, and data organization

Content:

1. Information processing cycle--input, process, output, storage
2. Development of computer hardware and the changing role of computer software
3. Computer applications in business and industry
4. Processing capabilities of a computer
   a. Input operations
   b. Arithmetic operations
   c. Logic operations
   d. Output operations
   e. Storage operations
5. Identify and describe sequential and random retrieval
6. Updating records and the operation of changing and deleting records
7. Purpose of data organization and organizing files into data base

Materials and Equipment:

Any high school basic data processing textbook

TOPIC: ADVANCED INFORMATION APPLICATIONS - LEVEL II

Time Allotment: 4 Weeks

GENERAL OBJECTIVE:

To provide an opportunity for students to manipulate word processing and data processing equipment, as well as related software, to produce error free output.

UNITS:

I. Word processing applications

II. Data processing applications

TOPIC: ADVANCED INFORMATION APPLICATIONS - LEVEL II — 4 Weeks

UNIT I: WORD PROCESSING APPLICATIONS

Specific Objectives:

The student will be able to:

1. Create and edit documents, using commands and capabilities of equipment, to output error-free copy
2. Store documents for retrieval at a later time

Content:

1. Creating
   a. Correction methods
   b. Centering and tabulation capabilities
   c. Decimal tab
   d. Using a preset format
2. Editing
   a. Moving words and blocks of text
   b. Add and delete
   c. Search and replace
   d. Merge capabilities
3. Storing
4. Retrieving

Materials and Equipment:

1. Various software packages such as:
   a. Letter Perfect
   b. EasyWriter
   c. WordStar
   d. Scripsit
   e. Multimate
   f. Textpak for IBM Displaywriter

UNIT II: DATA PROCESSING APPLICATIONS

Specific Objectives:

The student will be able to manipulate existing software packages and/or write his own programs.

Content:

1. Use software to manipulate
   a. Data query and sort
   b. Spreadsheet/database
2. Write a Basic program to:
   a. Add, subtract, multiply and divide
   b. Compare greater and less than amounts
   c. Accumulate final totals
   d. Control breaks

Materials and Equipment:

1. Various software packages such as:
   a. VisiCalc
   b. Profile Plus
2. Educational packages available in the ATI-Educational Version of ATI Training Power, South-Western Publishing Co.

TOPIC: BUSINESS LAW - LEVEL II

Time Allotment: 3 Weeks

GENERAL OBJECTIVE:

The student will know and be able to explain the legal rights and responsibilities of individuals and business within our society.

UNITS:

I. Binding agreements - contracts

II. Employment

III. Understanding real property

TOPIC: BUSINESS LAW - LEVEL II 3 Weeks

UNIT I: BINDING AGREEMENTS - CONTRACTS

Specific Objective:

The student will be able to determine what constitutes a legal contractual obligation and under what conditions the agreement can be terminated.

Content:

1. Classification of contracts

   a. Formal
   b. Expressed
   c. Executed
   d. Valid
   e. Viodable
   f. Simple
   g. Implied
   h. Executory
   i. Void

2. Elements of contracts

   a. Competent parties
   b. Mutual interest
   c. Consideration
   d. Legal agreement
   e. Legal form

3. Termination of contracts

   a. By agreement
   b. By impossibility of performance
   c. By operation of law

UNIT II: EMPLOYMENT

Specific Objective:

The student will become acquainted with the rights and responsibilities of both the employee and employer as well as the role of government in employee - employer relations.

Content:

1. Contract of employment

   a. Employment obligations
   b. Rights of employee
   c. Rights of employer

2. Federal and state legislation

   a. National Labor Relations Board
      1. Wage and hour act
      2. Child labor law
   b. Discrimination
   c. Unions and collective bargaining
   d. Unemployment compensation
   e. Worker's compensation

UNIT III: UNDERSTANDING REAL PROPERTY

Specific Objective:

The student will know how to acquire, hold, and dispose of real property while at the same time understanding their own rights relative to landloard-tenant relationships.

Content:

1. Type of real property

   a. Land
   b. Buildings
   c. Fixtures
   d. Rights in real property of others

2. How real property is acquired

   a. Deed
   b. Will
   c. Adverse possession
   d. Dedication or eminent domain
   e. Public grant
   f. Accretion

3. Purchasing property

   a. Contracting for the conveyance
   b. Surveying the property
   c. Protecting the title
   d. Securing financing
   e. Closing the transaction
   f. Recording the deed

4. Leasing

   a. Periodic tenancy
   b. Tenancy for years
   c. Tenancy for sufferance
   d. Tenancy at will

5. Rights and duties of a tenant

   a. Right of possession and use of property
   b. Right to assign the lease or sublet
   c. Duty to pay rent and take care of property

TOPIC: PERSONAL FINANCE - LEVEL II

Time Allotment: 4 Weeks

GENERAL OBJECTIVE:

The student will develop a knowledge of skills and competencies needed to arrange one's personal affairs.

UNITS:

I. Money management

II. Banking

III. Credit

IV. Investments

V. Insurance

TOPIC: PERSONAL FINANCE - LEVEL II

4 Weeks

UNIT I: MONEY MANAGEMENT

Specific Objective:

The student will be able to identify the basic steps to sound money management.

Content:

1. Use of income
   a. Setting goals (short- and long-range)
   b. Meeting basic needs
   c. Saving money
2. Preparing a budget
3. Keeping a record of income and expenditures
4. Comparing a budget comparison record
5. Federal tax system
   a. Social security
   b. Income tax
6. Inflation

UNIT II: BANKING

Specific Objective:

The student will be able to state and explain services provided by banks.

Content:

1. Savings accounts
2. Checking accounts
3. Safe-deposits
4. Loans
5. Financial Advice

UNIT III: CREDIT

Specific Objective:

The student will be able to state the need for credit, the procedures for obtaining credit, the use of credit, and the consequences of credit.

Content:

1. Applying for credit
2. Types of credit
   a. Charge accounts
   b. Credit card plans
   c. Installment sales
3. Maintaining good credit

UNIT IV: INVESTMENTS

Specific Objective:

The student will be able to list the different types of investments and the factors to be considered when deciding upon a particular form of investment.

Content:

1. Savings accounts
2. Bonds
3. Stocks
4. Mutual funds and IRA's
5. Money market accounts
6. Tax Shelters
7. Real Estate

UNIT V: INSURANCE

Specific Objective:

The student will be able to explain various types of insurance available and state how these coverages protect against economic loss.

Content:

1. Insurance concept
2. Types of insurance
   a. Auto
   b. Life
   c. Health
   d. Property

Materials and Equipment:

1. Skills for Consumer Success, Donnelly, South-Western Publishing Co.
2. American Council of Life Insurance, 1850 K Street, Washington, D.C. 20006
3. Insurance Information Institute
   110 William St., New York, NY 10038
4. Understanding Taxes Coordinator, Department of Internal Revenue, Hartford, CT
5. Connecticut Insurance Consumer Information Center, 60 Washington St., Hartford, CT
6. Modern Talking Pictures Service, 230 Boylston St., Chestnut Hill, MA 02167
7. Materials available for educator catalog, Dow Jones & Co., Inc., P.O. Box 300, Princeton, NJ 08540
8. Periodical: "Money" magazine, "Changing Times:
9. Speakers
10. Field trips

TOPIC: COMMUNICATIONS - LEVEL II

Time Allotment 4 Weeks

GENERAL OBJECTIVE:

The student will research a topic, take notes at a keyboard or in notehand, and type a properly formatted report incorporating correct rules of punctuation. The student will prepare and present an oral presentation for the class.

UNITS:

I. Written reports

II. Oral communications

TOPIC: COMMUNICATIONS - LEVEL II 4 Weeks

UNIT I: WRITTEN REPORTS

Specific Objective:

The student will be able to apply proper grammar, punctuation, and spelling to reports he/she is writing.

Content:

1. Basic and advanced rules of punctuation
2. Keyboarding the reports

UNIT II: ORAL COMMUNICATIONS

Specific Objectives:

The student will be able to:

1. Give clear explanations and directions using effective oral communication
2. Develop poise in speaking before a group

Content:

1. Rules for developing clear explanations and directions
2. Give a prepared 5-minute oral presentation using effective vocabulary and demonstrating poise

Material and Equipment:

1. Selected punctuation rules
2. Rules for effective oral communication